Index to Volume 27

Titles

African American Anthropology and the Pedagogy of Activist Community Research. Cheryl Rodriquez. 27(3):414–431.

Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood, expanded edition (MacLeod). Reviewed by Costas Spirou. 27(3):458–459.

Alternative Perspectives in Assessing Children's Language and Literacy (Holland, Bloome, and Solsken). Reviewed by Sandra Murphy. 27(4):613–614.

The Art of Fieldwork (Wolcott). Reviewed by Joseph A. Maxwell. 27(3):445–446.

Between School and Work: The Literacies of Urban Adolescent Females. Katherine Schultz. 27(4):517–544.

Blindspots: A Response to Constas and Colyn. Michèle Foster. 27(4):599–606.

Breaking the Rules in Japanese Schools: *Kōsoku Ihan*, Academic Competition, and Moral Education. Benjamin Hill. 27(1):90–110.

Burnout as Cheerleader: The Cultural Basis for Prestige and Privilege in Junior High School. Don E. Merten. 27(1):51–70.

California Dreaming: Proposition 187 and the Cultural Psychology of Racial and Ethnic Exclusion. Marcelo M. Suárez-Orozco. 27(2):151–167.

A Call for Closer Professor-Student Relationships: Students at the University of Alaska, Fairbanks, Speak Out. Peggy Wilsón. 27(3):432–441.

Chartering Urban School Reform: Reflections on Public High Schools in the Midst of Change (Fine). Reviewed by Christine Finnan. 27(4):612–613.

Commentary. Constitutive Processes of Race and Exclusion. Hugh Mehan. 27(2):270–278.

Comment on "A Call for Closer Professor-Student Relationships." George Spindler and Louise Spindler. 27(3):442–444.

Conflicting Images? Being Black and a Model High School Student. Annette Hemmings. 27(1):20–50.

Critical Ethnography in Educational Research: A Theoretical and Practical Guide (Carspecken). Reviewed by Susan Jungck. 27(4):623–625.

Cultural Inversion in Afro-Caribbean Children in the Netherlands. Mariska Kromhout and Paul Vedder. 27(4):568–586.

Cultures in Conflict. Polly Ulichny. 27(3):331–364.

Diversity and Developmentally Appropriate Practices: Challenges for Early Childhood Education (Mallory and New). Reviewed by Daniel J. Walsh. 27(4):615–616.

Education to Combat Racism: The Civic Role of Anthropology. Catherine E. Martin. 27(2):253–269.

Ethnic Slurs or Free Speech? Politics of Representation in a Student Newspaper. Margaret A. Villanueva. 27(2):168–185.

From Exclusion to Inclusion: Racial Politics and South African Educational Reform. Diane L. Brook. 27(2):204–231.

Gasshuku: Off-Campus Training in the Japanese School. Takami Kuwayama. 27(1):111–134.

Generation on Hold: Coming of Age in the Late Twentieth Century (Côté and Allahar). Reviewed by Don E. Merten. 27(3):457–458.

Geography Lessons for Researchers: A Look into the Research Space for Humanity Lost or Gained. Kaitlin Briggs. 27(1):5–19.

In Broken Images: Feminist Tales for a Different Teacher Education (McWilliam). Reviewed by Christine Fox. 27(4):618–620.

In Search of Respect: Selling Crack in El Barrio (Bourgois). Reviewed by Charles Shannon. 27(4):625–626.

Introduction. Racial and Ethnic Exclusion: A Problem for Anthropology and Education. José Macias. 27(2):141–150.

Knowledge and Pedagogy: The Sociology of Basil Bernstein (Sadovnik). Reviewed by Janice Wright. 27(3):446–448.

L'école dans la vie des familles: Ce qu'en pensent les parents des élèves du primaire génévois (Montandon). Reviewed by Elvira Souza Lima. 27(4):621–623.

Literacy, Emotion, and Authority: Reading and Writing on a Polynesian Atoll (Besnier). Reviewed by James Gee. 27(3):455–457.

Multiculturalism and Multicultural Education in an International Perspective. Lotty Eldering. 27(3):315–330.

Narrating the 1980s and 1990s: Voices of Poor and Working-Class White and African American Men. Lois Weis and Michelle Fine. 27(4):493–516.

Parent-School Collaboration: Feminist Organizational Structures and School Leadership (Henry). Reviewed by Heidi Schweingruber. 27(4):620–621.

Peripheral Participation and the Kwakiutl Potlatch. Harry F. Wolcott. 27(4):467–492.

Power in Education: The Case of Miao University Students and Its Significance for American Culture (Trueba and Zou). Reviewed by Li-Rong Lilly Cheng. 27(3):452–453.

Practice into Theory into Practice: Culturally Relevant Pedagogy for Students We Have Marginalized and Normalized. A. Barry Osborne. 27(3):285–314.

Private Practices: Girls Reading Fiction and Constructing Identity (Cherland). Reviewed by Katherine Schultz. 27(3):453–455.

Pushing Boundaries: Language and Culture in a Mexicano Community (Vasquez, Pease-Alvarez, and Shannon). Reviewed by Henry T. Trueba. 27(3):450–452.

Queens and Teen Zines: Early Adolescent Females Reading Their Way toward Adulthood. Margaret J. Finders. 27(1):71–89.

Reflections on the Study of Squatter Community Schools in South Africa. Mark A. Constas and Wendy Colyn. 27(4):587–598.

Resurgence of Ethnic Nationalism in California and Germany: The Impact on Recent Progress in Education. José Macias. 27(2):232–252.

"Seeded" in the Market Economy: Schooling and Social Transformations on Mount Kilimanjaro. Amy Stambach. 27(4):545–567.

Sociologie de l'école (Duru-Bellat and Heriot-Van Zanten). Reviewed by Deborah Reed-Danahay. 27(3):460–462.

Some Realities of Fieldwork in Squatter Community Schools: A Rejoinder to Foster. Mark A. Constas and Wendy Colyn. 27(4):607–611.

Teaching Beliefs in Mohawk Classrooms: Issues of Language and Culture. Lynn McAlpine, Alice Eriks-Brophy, and Martha Crago. 27(3):390–413.

Telling Stories: On Ethnicity, Exclusion, and Education in Upstate New York. Ellen Bigler. 27(2):186–203.

Transformations: Migration, Family Life, and Achievement Motivation among Latino Adolescents (Suárez-Orozco and Suárez-Orozco). Reviewed by Elsa Statzner. 27(3):448–450.

Unions in Teachers' Professional Lives: Social, Intellectual, and Practical Concerns (Bascia). Reviewed by Eugene E. Eubanks. 27(4):616–618.

Who Needs Multicultural Education? White Students, U.S. History, and the Construction of a Usable Past. John S. Wills. 27(3):365–389.

Authors

Bigler, Ellen. Telling Stories: On Ethnicity, Exclusion, and Education in Upstate New York. 27(2):186–203.

Briggs, Kaitlin. Geography Lessons for Researchers: A Look into the Research Space for Humanity Lost or Gained. 27(1):5–19.

Brook, Diane L. From Exclusion to Inclusion: Racial Politics and South African Educational Reform. 27(2):204–231.

Cheng, Li-Rong Lilly. Review of *Power in Education: The Case of Miao University Students and Its Significance for American Culture* (Trueba and Zou). 27(3):452–453.

Colyn, Wendy. *See* Constas, Mark A.

Constas, Mark A., and Wendy Colyn. Reflections on the Study of Squatter Community Schools in South Africa. 27(4):587–598.

Constas, Mark A., and Wendy Colyn. Some Realities of Fieldwork in Squatter Community Schools: A Rejoinder to Foster. 27(4):607–611.

Crago, Martha. *See* McAlpine, Lynn.

Eldering, Lotty. Multiculturalism and Multicultural Education in an International Perspective. 27(3):315–330.

Eriks-Brophy, Alice. *See* McAlpine, Lynn.

Eubanks, Eugene E. Review of *Unions in Teachers' Professional Lives: Social, Intellectual, and Practical Concerns* (Bascia). 27(4):616–618.

Finders, Margaret J. Queens and Teen Zines: Early Adolescent Females Reading Their Way toward Adulthood. 27(1):71–89.

Fine, Michelle. *See* Weis, Lois.

Finnan, Christine. Review of *Chartering Urban School Reform: Reflections on Public High Schools in the Midst of Change* (Fine). 27(4):612–613.

Foster, Michèle. Blindspots: A Response to Constas and Colyn. 27(4):599–606.

Fox, Christine. Review of *In Broken Images: Feminist Tales for a Different Teacher Education* (McWilliam). 27(4):618–620.

Gee, James. Review of *Literacy, Emotion, and Authority: Reading and Writing on a Polynesian Atoll* (Besnier). 27(3):455–457.

Hemmings, Annette. Conflicting Images? Being Black and a Model High School Student. 27(1):20–50.

Hill, Benjamin. Breaking the Rules in Japanese Schools: *Kōsoku Ihan,* Academic Competition, and Moral Education. 27(1):90–110.

Jungck, Susan. Review of *Critical Ethnography in Educational Research: A Theoretical and Practical Guide* (Carspecken). 27(4):623–625.

Kromhout, Mariska, and Paul Vedder. Cultural Inversion in Afro-Caribbean Children in the Netherlands. 27(4):568–586.

Kuwayama, Takami. *Gasshuku:* Off-Campus Training in the Japanese School. 27(1):111–134.

Lima, Elvira Souza. Review of *L'école dans la vie des families: Ce qu'en pensent les parents des élèves du primaire génévois* (Montandon). 27(4):621–623.

Macias, José. Introduction. Racial and Ethnic Exclusion: A Problem for Anthropology and Education. 27(2):141–150.

Macias, José. Resurgence of Ethnic Nationalism in California and Germany: The Impact on Recent Progress in Education. 27(2):232–252.

Martin, Catherine E. Education to Combat Racism: The Civic Role of Anthropology. 27(2):253–269.

Maxwell, Joseph A. Review of *The Art of Fieldwork* (Wolcott). 27(3):445–446.

McAlpine, Lynn, Alice Eriks-Brophy, and Martha Crago. Teaching Beliefs in Mohawk Classrooms: Issues of Language and Culture. 27(3):390–413.

Mehan, Hugh. Commentary. Constitutive Processes of Race and Exclusion. 27(2):270–278.

Merten, Don E. Burnout as Cheerleader: The Cultural Basis for Prestige and Privilege in Junior High School. 27(1):51–70.

Merten, Don E. Review of *Generation on Hold: Coming of Age in the Late Twentieth Century* (Côté and Allahar). 27(3):457–458.

Murphy, Sandra. Review of *Alternative Perspectives in Assessing Children's Language and Literacy* (Holland, Bloome, and Solsken). 27(4):613–615.

Osborne, A. Barry. Practice into Theory into Practice: Culturally Relevant Pedagogy for Students We Have Marginalized and Normalized. 27(3):285–314.

Reed-Danahay, Deborah. Review of *Sociologie de l'école* (Duru-Bellat and Heriot-Van Zanten). 27(3):460–462.

Rodriquez, Cheryl. African American Anthropology and the Pedagogy of Activist Community Research. 27(3):414–431.

Schultz, Katherine. Between School and Work: The Literacies of Urban Adolescent Females. 27(4):517–544.

Schultz, Katherine. Review of *Private Practices: Girls Reading Fiction and Constructing Identity* (Cherland). 27(3):453–455.

Schweingruber, Heidi. Review of *Parent-School Collaboration: Feminist Organizational Structures and School Leadership* (Henry) 27(4):620–621.

Shannon, Charles. Review of *In Search of Respect: Selling Crack in El Barrio* (Bourgois). 27(4):625–626.

Spindler, George, and Louise Spindler. Comment on "A Call for Closer Professor-Student Relationships." 27(3):442–444.

Spindler, Louise. *See* Spindler, George.

Spirou, Costas. Review of *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*, expanded edition (MacLeod). 27(3):458–460.

Stambach, Amy. "Seeded" in the Market Economy: Schooling and Social Transformations on Mount Kilimanjaro. 27(4):545–567.

Statzner, Elsa. Review of *Transformations: Migration, Family Life, and Achievement Motivation among Latino Adolescents* (Suárez-Orozco and Suárez-Orozco). 27(3):448–450.

Suárez-Orozco, Marcelo M. California Dreaming: Proposition 187 and the Cultural Psychology of Racial and Ethnic Exclusion. 27(2):151–167.

Trueba, Henry T. Review of *Pushing Boundaries: Language and Culture in a Mexicano Community* (Vasquez, Pease-Alvarez, and Shannon). 27(3):450–452.

Ulichny, Polly. Cultures in Conflict. 27(3):331–364.

Vedder, Paul. *See* Kromhout, Mariska.

Villanueva, Margaret A. Ethnic Slurs or Free Speech? Politics of Representation in a Student Newspaper. 27(2):168–185.

Walsh, Daniel J. Review of *Diversity and Developmentally Appropriate Practices: Challenges for Early Childhood Education* (Mallory and New). 27(4):615–616.

Weis, Lois, and Michelle Fine. Narrating the 1980s and 1990s: Voices of Poor and Working-Class White and African American Men. 27(4):493–516.

Wills, John S. Who Needs Multicultural Education? White Students, U.S. History, and the Construction of a Usable Past. 27(3):365–389.

Wilson, Peggy. A Call for Closer Professor-Student Relationships: Students at the University of Alaska, Fairbanks, Speak Out. 27(3):432–441.

Wolcott, Harry F. Peripheral Participation and the Kwakiutl Potlatch. 27(4):467–492.

Wright, Janice. Review of *Knowledge and Pedagogy: The Sociology of Basil Bernstein* (Sadovnik). 27(3):446–448.